

**Lewis & Clark College**  
**Graduate School of Education and Counseling**  
**SPSY 580 Course Syllabus**  
**Practicum in School Psychology**  
**Fall 2019**

**Instructor:**

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Office Hours: by appointment

**Supervision Meetings**

Group Supervision Class: Section 1 will meet Mondays from 12:30pm – 3:30pm; Section 2 will meet Mondays from 1:30pm-4:30pm. Location TBD (see webadvisor).

On-Site Supervision: Weekly appointment arranged with site supervisor

**Expanded Course Description and Objectives:**

This year-long integrated school-based practicum in which candidates are supervised under a practicing school psychologist in a local school district, offers opportunities for: a) development of skill competencies for school psychology practice, b) integration of skills in a problem-solving and outcomes-driven approach to service delivery, and c) increased fluency in service delivery. Candidates will work with preschool and/or K-12 school-aged children and their families with a variety of educational and behavioral difficulties, using prevention and intervention models. Candidates receive extensive formative evaluation through close college and field-based supervision.

Candidates are required to complete a minimum of 450 hours of work at the site and in practicum class. Typically, practicum candidates can expect to spend approximately 10 hours a week at the school site. During this practicum, candidates are expected to perform at increasing levels of independence and take on increasing responsibility for case management as a practicing school psychologist.

This course is designed to provide supervision to candidates in their school psychology public school practicum placements. This class provides supervisory feedback in addition to the on-site school supervision each student will receive. Class activities will primarily be organized around case presentations and planning of interventions. Issues directly related to the impact of multiculturalism and diversity in school settings will be addressed throughout the year. Class discussions will provide each student with support, critical feedback and recommendations. Additionally, class discussions address topics of theory exploration, personal concerns and interpersonal communications. It is of fundamental importance that the content of group discussions be regarded as strictly confidential.

The following NASP training domains will be addressed in the SPSY 580 weekly seminars via assigned readings, class discussions and other activities. For further information on these domains and on the Practicum in general, consult the School Psychology Practicum Handbook.

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

### **Required Readings/Materials**

1. Fisher, E. S. & Kennedy, K. S. (2017). *Counseling Special Populations in Schools*. New York, NY: Oxford University Press.
2. The 2019-20 School Psychology Program Practicum Handbook
3. The Oregon Administrative Rules “OREGON DEPARTMENT OF EDUCATION, DIVISION 15, SPECIAL EDUCATION.”
4. Additional readings will be provided online or in class

### **What activities are required during Practicum (Fall Semester)?**

These items are taken directly from the practicum handbook. Candidates will be under the supervision and direction of their site supervisor during these experiences:

- Observe, assist and lead in counseling sessions with individuals and groups within the school setting
- Observe, assist, and consult in a special needs classroom (or other classroom chosen by site supervisor)
- Attend, observe and contribute to regularly scheduled school-based behavioral or instructional consultation meetings (e.g. Student Study Team, Individual Education Program, Special Education Team, District-wide training opportunities)
- Observe, assist and lead in teaching and/or classroom presentations within the school setting (e.g. Social Skills or Conflict Resolution lessons)
- Observe site supervisor in assessment and consultation tasks as available
- Demonstrate appropriate ethical and professional behaviors
- Receive one hour of weekly individual supervision from site supervisor and three hours of group supervision per week as a part of the SPSY 580 class
- Keep an hourly log of all activities

### **Course Requirements:**

1. **Attendance/Preparation/Participation:** Practicum and supervision attendance is mandatory. Candidates are responsible for notifying the instructor and appropriate school personnel in advance of an absence, and for obtaining any materials or assignments given out in class. It is also expected that candidates will be prepared for practicum activities and supervision meetings (e.g., complete assigned readings, prepare case presentations, bring case notes/materials, etc.), and will actively participate in supervision meetings. In the event that a candidate must miss a class the candidate will be given a makeup assignment. If a candidate misses more than one class during the semester the candidate will be at risk of failing the course.
2. **School-Based Practicum:** Candidates will work under the supervision of the course instructor and a site supervisor. Candidates will work with site supervisors to identify practicum activities across a range of domains of professional practice, such as data-based decision-making, consultation and collaboration, student diversity in development and learning. Specific practicum activities will be determined individually, based upon student needs, school needs, and opportunities available at each practicum site. Examples of common practicum activities include: complete student observations, conduct student file reviews, conduct a functional behavior assessment (FBA) and develop a behavior support plan, monitor progress of a student receiving an academic intervention, participate in special education multidisciplinary team evaluations and reevaluations, assist with crisis response efforts, implement classwide or small group interventions for social and/or emotional behavior.

Although site-specific activities will vary for each candidate, the following requirements apply to all Candidates:

**Candidates will actively participate in the school community:** Candidates will take steps to establish relationships with school staff and become members of the school community. Candidates are encouraged to attend staff meetings and actively participate on school teams/committees, as deemed appropriate by site supervisors. Candidates must carefully and respectfully choose how they present themselves in appearance, dress, and all other forms of communication. “Business casual” is therefore a good guideline.

**Candidates will comply with program and professional standards:** Candidates will adhere to the school psychology program policies and standards for professional behavior (see School Psychology Practicum Handbook). Under the guidance of the supervising school psychologist, candidates will be knowledgeable about and adhere to school and district policies, state and federal laws (e.g., special education law, child abuse reporting laws, safety procedures). Candidates will be knowledgeable about and adhere to ethical guidelines for school psychologists (NASP ethical codes). Candidates will work with their site supervisor to create a document outlining site-specific policies and procedures. Failure to adhere to relevant professional standards, LC Program policies, or site-specific guidelines may result in a failing grade and/or removal from the School Psychology Program.

**Distribution of Case Reports and/or Assessment Results:** All case reports and summaries of assessment results are reviewed, approved and co-signed by the site supervisor *prior to* distribution to other school personnel or parents. Additionally, the course instructor is available to review and provide feedback on documents. Failure to adhere to these procedures may result in a failing grade and/or removal from the School Psychology Program.

### 3. Practicum Supervision and Evaluation

**Group Supervision by College Supervisor:** Candidates will prepare for and actively participate in weekly group supervision meetings. Candidates are responsible for meeting with the instructor to obtain and complete any work missed due to absence. *More than one absence per semester may result in the student earning a failing grade for the course.*

**Supervision by Field Supervisor:** Field supervisors provide individualized supervision to the candidate each week, using a variety of methods. The course instructor will periodically conference with each field supervisor, and the candidate may be asked to participate in supervisory meetings with both supervisors. At the end of the semester the field supervisor will complete the *LCSP Practicum Site Supervisor Evaluation of Candidate Rubric* and submit to the course instructor. *Failure to obtain weekly field-based supervision by the field supervisor or to complete the LCSP Practicum Site Supervisor Evaluation of Candidate Rubric may result in the candidate earning a failing grade for the course.*

**Candidates will submit satisfactory supervision/evaluation materials**

Candidates will submit completed and signed supervision/evaluation materials (see practicum handbook for rubric) at the end of each semester. Failure to submit required evaluation materials may result in a failing grade in the course.

**Self-Evaluation:** Candidates will periodically complete written self-evaluations.

**Course Assignments:** Candidates will complete various supervision assignments assigned by the instructor. Each assignment is designed to facilitate reflective practice, understanding of educational practices across districts, and development of knowledge and skills related to professional standards for certification/licensure.

### **Weekly Logs**

Candidates will submit a log each week. Logs should reflect on weekly activities, cultural considerations, ethical dilemmas, and next steps for the following week. Candidates should come to class prepared to dialogue in supervision. See moodle for a template. Submit a hard copy of log in class each week for the previous week's activity.

### **Formal Observations**

Per TSPC, candidates will be observed engaging in service delivery by both their field and college supervisors on multiple occasions throughout the year. Candidates are responsible for working with their field supervisor to identify appropriate activities for observation and for scheduling the observation. Possible observations include, but are not limited to: conducting assessments, leading or co-leading a counseling group, teaching social skills, consulting with teachers, presenting evaluation results, or leading professional development/in service. When selecting an activity for observation, candidates and supervisors should consider the NASP domains of practice, the candidate's personal goals for professional development, and any areas of need.

**Prior to the observation**, the candidate and observing supervisor (field or college) will hold a pre-observation meeting to discuss the planned activity and identify any specific areas for feedback (e.g., standardization of test administration, fidelity of intervention implementation, accuracy and clarity when explaining evaluation results, etc.). After the observation, the candidate and supervisor will hold a post-observation meeting to debrief the observation, and the candidate will receive written and verbal feedback regarding (1) what went well, and (2) suggestions for improvement. **Both the field supervisor and college supervisor will complete two direct observations during the year. For college supervisors, the first observation should be completed before spring break and the second observation should be completed before June.**

It is the candidate's responsibility to work with their supervisors to schedule the direct observations. To request an observation from a college supervisor, candidates should:

1. Work with the field supervisor to identify an appropriate activity, obtain appropriate consent (e.g., parent consent to attend an evaluation meeting), and identify the date, time, and location (classroom, office, conference room, etc.).
2. Email the college supervisor a request for observation at least one week in advance, with the following information:
  - a. Date, time, and location of observation
  - b. Description of activity to be observed
  - c. Specific aspects of service delivery on which you would like feedback
3. The college supervisor will confirm whether the requested date/time is available for observation.

### **Getting to Know Your Placement**

Using the form provided in class (see moodle for an electronic copy), candidates will gather information about the school(s) where they will be completing practicum activities. Candidates will come to class prepared to share. As part of this process, candidates will review the NASP ethical principles and LC practicum handbook. With their field supervisor, candidates will discuss the site expectations for their behavior related to privacy, informed consent, confidentiality, and record keeping. **Candidates will prepare a document that outlines site-specific expectations** for privacy, informed consent,

confidentiality, and record keeping. The document may be as detailed as necessary, and should be developed in conjunction with their field supervisors. The final document should be signed by candidate and field supervisor, and will constitute a contract to follow for the duration of this year. Candidates are encouraged to address the questions below:

- What are the procedures for Child Abuse Reporting?
- What information is considered confidential?
- What types of files do you have access to? How are confidential files accessed?
- Who has access to information collected by you as a practicum student?
- What are the district's procedures for obtaining informed consent? Which activities require written and/or verbal consent?
  - Consider special education evaluations, general education assessment, implementing or monitoring interventions, consultation with teachers about a student or group, behavior support planning, observing IEP meetings, etc.
  - How will parents be informed of your role, and that you are a practicum student, when giving informed consent?
- What information can/cannot leave the building? What are the rules when confidential information leaves the building?
- Is there a confidential space where you can work to make phone calls, test students, score protocols, etc.?
- Where should you keep ongoing case information? Is a locked file cabinet available for you to use, or should you keep the case file with you until finished?
- After casework is completed, what should you do with protocols, case notes, etc.? Should they be turned in to the district, shredded, other?
- Who should you contact in the event of an emergency if your supervisor is unavailable?
- Other site-specific guidelines?

### **Fieldwork Plan**

The development of the fieldwork plan is a series of goals and outcomes that the candidate plans to meet at the completion of the practicum experience. The fieldwork plan should be developed around the NASP Domains of Professional Practice, which are linked with the Oregon TSPC standards. These domains should be addressed in the plan by writing expected activities and goals over the course of the practicum experience for each domain. Candidates first submit an electronic copy of a draft of the fieldwork plan. The plan will be reviewed in class and the candidate will use class feedback to make revisions. Following revisions, a final first version of the document will be submitted for instructor review. The fieldwork plan will be updated and resubmitted for instructor review at the end of fall semester and again at the end of the academic year. The fieldwork plan is a working document, that is, supervisors and candidates should continually reflect upon and update goals and objectives to illustrate candidate progress on activities throughout the year. The final fieldwork plan at the end of the practicum year can be used to address areas of focus for the internship experience.

### **OSPA Fall Conference or Alternative Assignment**

The Oregon School Psychologist Association (OSPA) fall conference is October 10<sup>th</sup> and 11<sup>th</sup> in Troutdale, Oregon. Candidates are strongly encouraged to attend this excellent professional development opportunity. For conference details and to register visit: <https://www.oregonschoolpsychologists.com/>

**Assignment option 1.** Candidates have an option to present a poster at the OSPA conference, either individually or in a group. Sample topics can include ethical guidelines (pulled from law and ethics group presentations) group counseling work (from DDS groups), etc. Candidates who select this option must apply to submit a poster directly to OSPA and the proposal must be accepted. **Posters must have a faculty member as a contributor.**

**Assignment option 2.** Candidates who attend the conference and do not present a poster will write a 2-page reflection about the conference including specific elements the candidate found most helpful, how sessions attended aligning with future practice as a school psychologist, and how the candidate intends to gain additional information in the future.

**Assignment option 3.** Candidates who are unable to attend the conference will write a 5-page paper (APA format) on a topic that is presented on at the conference (see conference brochure for session descriptions). Candidates will include specific information regarding how they see this information relating to their future practice as a school psychologist and how they will obtain additional information in the future.

### **Reflection paper from shadowing multidisciplinary team members**

Candidates will shadow at least 3 different multidisciplinary team members at their practicum site(s) and turn in a 2-3 page single-space reaction paper describing their observations and what they learned from the observations that will help them be successful as a practicum student at the school? Example team members to observe include, but are not limited to: Speech Language Pathologist, Occupational Therapist/ Physical Therapist, Behavior Consultant, Special Education Teacher, School Counselor, Nurse.

### **Reflection paper from observations of 3 team meetings**

1. IEP meeting (annual review or initial IEP meeting)
2. Special Education Evaluation Results (initial or 3-year re-evaluation)
3. SST/Pre-referral intervention team
4. Schoolwide RTI/PBS team meeting
5. Staff meeting

Candidates will arrange with their supervisor to observe at least 3 different types of meetings from those listed above. Candidates will be sure they are formally invited to the meetings, if needed, following the procedures specified by site supervisors. At each meeting, consider the following:

- Purpose of the meeting
- Team members involved & roles
- Parent involvement
- Specific issues discussed
- Action plan (What will happen next? Is there a written plan? Is follow-up scheduled?)
- General observations about team functioning

Candidates will turn in a 2-3 page single-space reflection paper describing their reactions to the observations. What did you learn from these observations that will help you to be successful as a practicum student in this school? Reflections will include reactions to the meetings, the role of the school psychologist, parent participation, team functioning, etc.

### **Settling Activity**

Each candidate will lead the class in a “settling activity” that could also be used in group or individual counseling with school-aged students (K-12). The activity could be an icebreaker, mindfulness-based, hands-on, curriculum-focused, etc. Through these activities candidates will build their professional toolkit and gain resources to use at their practicum site and in the future. Limit 10 minutes.

### **Book Club**

Each candidate will sign up to co-lead a class discussion on a chapter from the Fisher & Kennedy, 2017 text. On the week of the designated chapter all candidates are expected to have read the chapter and come prepared to engage in a conversation about the text. The lead candidates for the week will facilitate the discussion and come prepared with questions for the group and highlights from the text. The discussion should last between 15-20 minutes.

### **Oregon Administrative Rules Assignment**

This assignment is designed to build fluency and comprehension around the Oregon Administrative Rules (OARs) Evaluations and Eligibility Determination for Special Education Services sections (OAR 581-015-2100). Each week, beginning week 7 of the semester, the class will discuss a new eligibility category in a candidate-led discussion. **Prior to class, each candidate will have read the relevant OARs for the assigned eligibility category/categories for the week and come to class ready to discuss.** Credit will be given for the assigned presentation as well as candidate participation during each weekly discussion.

Candidates are responsible to:

1. Sign up for an edibility category
2. Discuss the evaluation process for the given eligibility category with their field supervisor, including what this process looks like at their field site
3. Gather relevant materials (e.g., sample assessment plans, sample de-identified report, etc.)
4. Lead a discussion about eligibility requirements in class on the assigned day (see class calendar). The in-class discussion should focus on the assessment process and eligibility considerations, be interactive, and be approximately 15-20 minutes long.

### **SMART Goal**

Each candidate will develop a professional goal for the term, operationally define the goal as a “SMART” goal, document baseline data for the goal, track progress, and document results.

SMART goals are:

- **Specific**—is the goal operationally defined such that anyone looking at the goal and data could determine if the goal has been met
- **Measurable**—is the goal measurable such that it will be clear if progress has been made and when the goal has been met (e.g., increasing something by x% or achieving something by x date)
- **Attainable**—is the goal realistic and achievable when considering external factors, such as timeframe, resources, motivation, etc.
- **Relevant**—is the goal aligned with long-term goals
- **Timely**—what is the timeframe in which the goal will be achieved and can the goal be realistically achieved within the allotted timeframe

### **Counseling Project (see Key Assessment 3.3 in Practicum Handbook)**

Candidates will complete a counseling project over the course of their practicum experience. The counseling project requirements could be fulfilled by conducting group or individual counseling. The project can be time-specific (e.g., an 8-week social skills group) or ongoing (e.g., meet weekly with a student who has psychological services listed on their IEP over the course of the year). The candidate can run the sessions solo, or co-lead the sessions (e.g., with a supervisor, school counselor, another practicum student). The project should be with the same student(s) over the course of several weeks (as opposed to drop in counseling with rotating students). The candidate will talk with their site supervisor to identify a counseling project that meets the needs of the school/students and aligns with the candidate’s interests and skill development. Regardless of the configuration of the group, the candidate is responsible for the following:

- Obtain necessary consent and assent prior to the start of the counseling sessions including permission to audio record sessions
- Identify reason for referral for counseling services
- Identify relevant background information of the student(s)
- Identify/create operationally defined SMART counseling goals (Note: if the student(s) come to counseling with IEP goals, translate the IEP goals into SMART goals or create a supplemental goal that aligns with the IEP goals and purpose of counseling.)
- Identify a theoretical orientation and approach to counseling (e.g., cognitive-behavioral, solution focused, child-led, etc.)
- Select and/or develop a curriculum and structure for sessions that align with the counseling goals
- Document sessions and reflect on how the actual session was similar/different from the planned session
- Audio record sessions and share audio in case presentation and for supervision
- Identify data-collection methods to measure progress toward counseling goals
- Collect and interpret data that align with the counseling goals including baseline data, progress monitoring data, and post-intervention data
- Address and reflect on personal and professional boundaries related to counseling services
- Utilize site- and college-based supervision
- Identify recommendations for student(s) at the completion of the counseling project

**Class Presentation.** Following the completion of the counseling project, candidates will present their counseling case to the class. The presentation will include an overview of the case including the items bulleted above. Candidates will share sample audio recordings and de-identified materials from the counseling sessions (e.g., worksheets, activities, curriculum). The presentation should last 20-30 minutes including Q&A. See project rubric in practicum handbook for more details.

**Counseling Case Report.** Following the completion of the counseling project, candidates will write a summary report with the following headings: (1) reason for referral, (2) relevant background information, (3) counseling goals, (4) summary of sessions, (5) summary of data, and (6) recommendations. The report should be approximately 3-5 pages single spaced and could be a useful tool for a future counselor to understand the work that the student has already completed in counseling. See project rubric in practicum handbook for more details.

### **Course Grading**

This is a graded course. Because this course is required to fulfill licensure and certification requirements as a school psychologist, the School Psychology program requires candidates to earn a grade of B- or better to pass the course. Please note that a grade of Incomplete will only be given in rare circumstances, according to Lewis & Clark guidelines. When a grade of Incomplete is given, the student and course instructor will develop a contract and timelines for completing any remaining requirements to earn a letter grade. The contract must be signed by the student, course instructor, and site supervisor.

#### **Grade   Grade Explanation**

- |         |  |
|---------|--|
| A       | Excellent performance at site and on assignments                           |
| B       | Satisfactory performance at site and on completion of assignments          |
| C, D, F | Unsatisfactory performance at site an/or on assignments, no credit awarded |
| I       | Incomplete   |

Because this course involves providing services to children and families in school settings, any failure to adhere to professional legal and ethical standards, the LC Program policies, or school district policies may result in the student earning a failing grade, development of a remediation plan, and/or removal from the School Psychology Program. Similarly, failure to demonstrate professional behavior and personal qualities consistent with professional standards for school psychology certification/licensure may result



in the student earning a failing grade, a referral to the LC Counseling Center (or other appropriate service provider), development of a remediation plan, and/or removal from the School Psychology Program.

**Non-Discrimination Policy and Special Assistance:** Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

**Professional Standards:** Candidates are expected to follow professional standards, including adherence to legalities and ethics. In addition, candidates need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is expected. Candidates need to be timely in completing work; they must honor class attendance and hours. Department policy is that candidates may miss one class each semester, with appropriate make-up work, but if two classes are missed, the candidate is in danger of failing the class. If candidates miss or are tardy for a class, their grade will be impacted and they need to discuss required make-up work with the campus instructor. Candidates are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Candidates are expected to be aware of and respect diversity and multicultural issues.

**CPSY Departmental Attendance Policy:** Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Candidates are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**SPSY 580 School Psychology Practicum—Part I, Fall 2019**

\*note: this schedule is subject to change at the instructor's discretion

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 1 9/2	No Class—Labor Day		<ul style="list-style-type: none"> <li>• Proof of liability insurance turned in to office</li> </ul>
Week 2 9/9	Introduction to Practicum Overview of course requirements	Course syllabus and Practicum Handbook  “Charlie” article	<ul style="list-style-type: none"> <li>• <i>Sign up for OAR &amp; Book Chapter Discussion</i></li> </ul>
Week 3 9/16	Introduction to Group Supervision	NASP Position Statement: Supervision in School Psychology	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Self-evaluation: KA3.4</li> </ul>
Week 4 9/23	Group Supervision “About your site(s)” Book Club	Fisher & Kennedy (2017) Ch 1-2	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Getting to know your practicum placement</li> </ul>
Week 5 9/30	Group Supervision Fieldwork Plans Book Club	Fisher & Kennedy (2017) Ch 3 Best Practices IV Appendix A	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Fieldwork Plan draft</li> <li>• Professional SMART Goals</li> </ul>
<b>Friday</b> 9/27	<b>School Psychology Colloquium</b>		
Week 6 10/7	<b>No Class—Attend OSPA Conference</b>		<ul style="list-style-type: none"> <li>• Weekly Log (<i>emailed</i>)</li> </ul>
Week 7 10/14	Group Supervision OAR Presentations: ASD, CD Book Club	Fisher & Kennedy (2017) Ch 4 OARs—Autism Spectrum Disorder & Communication Disorder	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Fieldwork Plan “final”</li> <li>• Conference Reflection or Alternate Assignment</li> </ul>
Week 8 10/21	Group Supervision OAR Presentations: ED Book Club	Fisher & Kennedy (2017) Ch 5 OARs—Emotional Disturbance	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Shadow Multidisciplinary Team Members Reflection</li> </ul>
Week 9 10/28	Group Supervision OAR Presentations: OHI Book Club	Fisher & Kennedy (2017) Ch 6 OARs—Other Health Impairment	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Identify Counseling Plan for Counseling Key Assignment (include in log)</li> </ul>
<b>Friday</b> 11/1	<b>School Psychology Colloquium Class—CCE Law Presentation</b>		
Week 10 11/4	Group Supervision OAR Presentations: ID Book Club	Fisher & Kennedy (2017) Ch 7 OARs—Intellectual Disability	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Professional SMART Goals Progress Update</li> </ul>
Week 11 11/11	Group Supervision OAR Presentations: SLD	Fisher & Kennedy (2017) Ch 8 OARs—Specific Learning	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>

	Book Club	Disability	
Week 12 11/18	Group Supervision OAR Presentations: TBI Book Club	Fisher & Kennedy (2017) Ch 9 OARs—Traumatic Brain Injury	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Reflection paper from observations of 3 team meetings</li> </ul>
Week 13 11/25	Group Supervision Book Club	Kennedy & Fisher (2017) Ch 10	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Professional SMART Goals Update/Summary</li> </ul>
Week 14 12/2	Group Supervision OAR Presentations: Deafblindness, OI, VI,	OARs—Deafblindness, Orthopedic Impairment, Visual Impairment	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Submit SMART goals for for Counseling Key Assignment</li> <li>• <i>Resume and cover letter (optional)</i></li> </ul> <p>[Schedule individual check-in meetings]</p>
Week 15 12/9	<b>No Class—Individual Meetings Schedule with instructor</b>		<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Practicum Hours Summary <i>LCSP Practicum Site Supervisor Evaluation of Candidate Rubric</i></li> <li>• Fieldwork Plan Updated (electronic copy)</li> </ul>
<b>Enjoy Winter Break! You earned it!</b>			